



CONNECT

By: Mr. Ekramy Ramadan

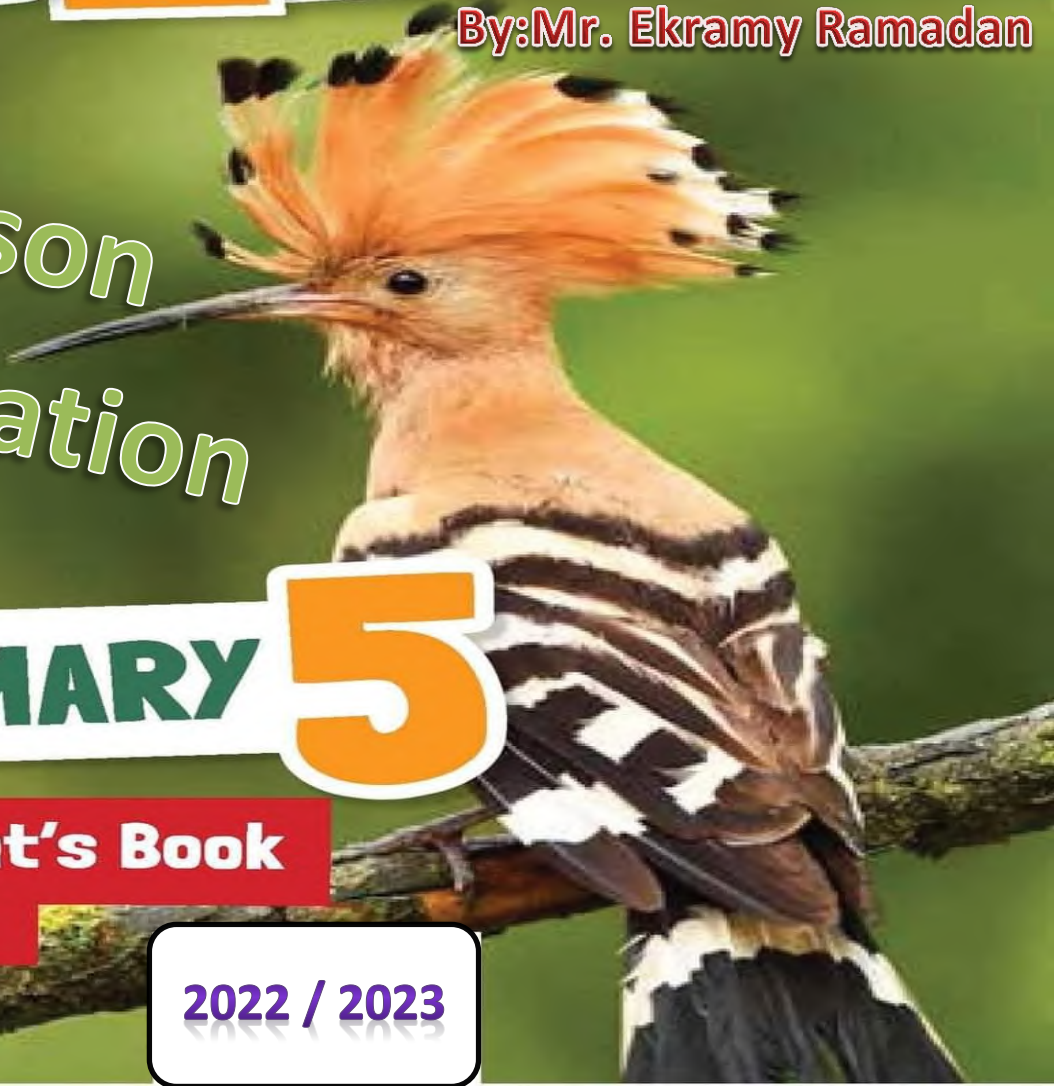
Lesson
preparation
for

PRIMARY

5

Student's Book
Term 1

2022 / 2023



School :

Teacher's name:

Year : 2022 / 2023



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موقع مذكرات جاهزة للطباعة

Time table

Morning	Afternoon	Days	1 st Period	2 nd Period	3 rd Period	4 th Period	5 th Period	6 th Period	7 th Period	8 th Period
		<i>Saturday</i>								
		<i>Sunday</i>								
		<i>Monday</i>								
		<i>Tuesday</i>								
		<i>Wednesday</i>								
		<i>Thursday</i>								

Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
Queue					
1 st Period					
2 nd Period					
3 rd Period					
4 th Period					
5 th Period					
6 th Period					
7 th Period					
8 th Period					

**Syllabus Distribution
Plan of Education year
20..... / 20.....**

Primary			
Months	Term	Sections	Remarks
September October November December January	First Term	Units..... Units..... Units..... Units..... Units.....	Connect Student's book
February March April May	Second Term	Units..... Units..... Units..... Units.....	Connect Student's book

Teacher

.....

Supervisor

.....

School manager

.....



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موقع مذكرات جاهزة للطباعة

Objectives of Teaching English as a foreign Language in The Primary Stage

By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

1- Listening :

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructions - class routine.
- Listen to and understand the time on the hours.



2- Speaking :

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age"

3- Reading :

- Identify sound - letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight - read vocabulary in context.

4- Writing :

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.



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موقع مذكرات جاهزة للطباعة




Scope and sequence

Theme 1 I discover myself

Unit	Vocabulary	Language	Skills
1 We plant our food 	bananas, beans, cakes, candy, carrots, chocolate, coconuts, eggs, grapes, lemons, limes, mangoes, milk, onions, pineapples, rice, chickpeas, ingredients, legumes, seeds, rows, harvest, energy, producers, consumers, decomposers, primary, secondary, tertiary, castle, giant, grabbed, chopped, cage	Hello, what would you like? I'd like some carrots, please. Are there any beans? Yes, there are/No, there aren't. Making suggestions: How about buying some coconuts? Countable and uncountable foods with a, an, some, and any	Reading: Text about the production of chickpeas from the farm to the dinner table Text about a food chain Food diaries A fairy tale: <i>Jack and the Beanstalk</i> Reading a recipe for <i>basbousa</i> Listening: dialog between two friends about healthy and unhealthy food, and food preferences Dialog at the market Speaking Roleplaying a dialog between customers and market sellers, discussion about food production, discussion about personal diet and how to make sensible food choices Writing: Write a recipe for a healthy meal giving ingredients and instructions Project: Making a poster about the production and use of a locally-produced fruit, vegetable, or legume
2 I want to be healthy! 	Activities: football, handball, karate, kung fu, sailing, swimming, squash, tennis Places and equipment: football, football boots, football pitch, karate suit, tennis court, swimming pool, squash rackets, swimming goggles toxic, air fresheners, emissions, acid, shade, greenhouses, nightmare	What are you good/great/bad at? I'm good at playing football, but I'm bad at sailing. What about you? I'm good at playing football because I can run fast. Review of comparatives (i.e., worse than, better than) superlatives	Reading: Text about environmental issues A sports biography about Hedaya Malak Listening: about sports results/sports equipment/sports news Speaking: Discussing sports and leisure preferences, saying what I'm good or bad at, discussion about what we can do to protect the air, sea, and trees Writing: Solutions for the protection of the air, seas, and trees. A sports biography of a famous Egyptian sportsperson Project: Research and give a presentation about how to help my local environment by offering solutions to current issues
3 How do I look? 	T-shirt, sunglasses, swimming shorts, scarf, sweater, sneakers, necklace, pajamas, spotted, stripes, robe, pockets, sleeves, pearl, man-made mountain, glacier, river, flood, rainforest, desert, waterfalls, fossils, erosion, sand dunes, fertile, river banks, canal, sculptures	Infinitive of purpose i.e., I wore a galabeya to stay cool. She went to town to buy a sweater. Past simple i.e., I went to my bedroom to go to sleep. Tarek went to the market to buy some oranges.	Reading: Text about the natural features of the Nile Delta, the Nile Valley, and the Fayoum Depression Text about how different natural features are formed through wind and soil erosion Text about traditional clothes and those for special festivals. A fairy tale: <i>The Elves and the Shoemaker</i> Blog about different school uniforms Text about traditional clothes worn in Mexico Listening: Packing for a holiday to AL Fayoum Listening and identifying clothes from a description Speaking: Discussing traditional clothes, talking about favorite clothes, and those for special festivals Writing: A description of your favorite clothes using a range of adjectives about opinion, size, age, color, and material Project: Research traditional clothes from a chosen country and write a leaflet

Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
<p>Identify and pronounce initial, medial, and final phonemes in spoken single-syllable words e.g., cake, lime, bean, grape, egg, milk, rice, candy.</p> <p>Identify spelling correspondences for additional common vowels, e.g., cake, rain, gray.</p>	<p>Self-expression/independence</p> <p>Choose a recipe to write about</p> <p>Understanding and putting a process in order (chickpeas from farm to table)</p> <p>Decision making: Deciding which meals are healthy and living a healthy life</p>	<p>Showing respect for others: Respecting differences and respecting people who help us by asking for things politely</p> <p>Giving constructive feedback to peers</p>	<p>Making sensible food choices</p> <p>How to live a healthier life</p>	<p>Science:</p> <p>Food chain</p> <p>Review of where our food comes from</p> <p>Math:</p> <p>Decimal fractions</p> <p>Project: Making a poster about the production and use of a locally produced fruit, vegetable, or legume</p>
<p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Distinguish between short and long vowel sounds.</p> <p>Identify the number of syllables in two-syllable words.</p>	<p>Critical thinking:</p> <p>Possible solutions about how to make local environments less polluted and more pleasant</p>		<p>Environmental responsibility</p> <p>What can we do to make our environment a better place to live?</p>	<p>Social studies:</p> <p>Solutions to improve the local environment</p> <p>Math: Add and subtract decimals to thousandths; solve problems</p> <p>Project:</p> <p>Ideas to make local cities and communities less polluted and more pleasant</p>
<p>Distinguish rules for simple past tense (i.e., /d/, /t/, and /ɪd/.)</p>	<p>Respect for diversity:</p> <p>Understanding how other people dress and their unique identity</p>	<p>Mercy</p> <p>Talking about why people help others</p> <p>Appreciating differences</p>	<p>Non-discrimination</p> <p>Traditional clothing from around the world</p>	<p>Science:</p> <p>How different natural features are formed through wind and soil erosion</p> <p>Social studies and Geography:</p> <p>The natural features of different regions in Egypt (Nile Delta, Nile Valley, Fayoum Depression)</p> <p>Math:</p> <p>Multiply multi-digit numbers</p> <p>Culture:</p> <p>Traditional clothes from Mexico</p> <p>Project:</p> <p>Research traditional clothes from a chosen country and write a leaflet</p>

Theme 2 Myself and others


Unit	Vocabulary	Language	Skills
4 Looking after our world 	forest, island, lake, mountain, coral reefs, river, waterfall, rare, reign, sunsets, tombs, messy, weeds, community, glad, hiking, eco-lodges, suitable, atmosphere, normal, livestock farming, greenhouse effect, blanket, dive, environment, hotels, wildlife, pollution, surprise	Past Continuous i.e., <i>We were walking in one of the Nubian villages this morning. What were you doing at (8am) yesterday? I was going to school.</i>	Reading: Text about the causes and results of climate change. Text about the greenhouse effect Text about a community garden Text about an eco-resort in Taba Listening: My visit to Elephantine Island The positive and negative things about tourism Speaking: Discussing and identifying villages, cities, and towns in Egypt, and personal preferences Talking about what you were doing at specific times in the past Talking about the positive and negative aspects of eco-tourism Talking about the benefits of taking part in a community garden project Writing: Research and write a flyer about eco-tourism Project: Researching and creating a flyer about an eco-destination Working collaboratively
5 Jobs we do 	crab, fish, insect, rocks, sand, seaweed, sunlight, tree, water, dentist, teacher, vet, biologist, journalist, receptionist, pianist, scientist, scribe, craftsman, grains, doctor, trader, ecosystem, living, non-living, rockpool, souvenirs, skillful, hieroglyphs, dolphins, monkeys, coast, endangered, jackals, spices, reeds, welcoming, archaeologist, move, buzzing, relaxing, fence, carry on	Present Simple third person singular endings i.e., <i>She catches a bus. He flies a plane. It eats fruit.</i> Must for things that we have to do, and mustn't for things we are not allowed to do i.e., <i>I must do my homework, I mustn't walk on the grass.</i>	Reading: Text about why ecosystems are important Texts about different jobs in tourism A fable: <i>The Ant and the Grasshopper</i> Text about working in a team Listening: Jobs in Ancient Egypt Why are ecosystems important? My trip to Nubia with a tour guide Speaking: Discussing different jobs Completing a survey about favorite jobs Writing: Write short description of three jobs Write about some facts and other information for tourists in Nubia Pros and cons of certain jobs – a job you want and a job you don't want Project: A poster about teamwork
6 What's the weather like? 	cloud, ice, rain, rainbow, snow, sun, wind, cloudy, sunny, windy, rainy, heat wave, sandstorm, strong winds/storm, tidal wave, shade, cry, knocked, nearby, nature, fruit, leather, silver, milk, copper, nuts, eggs, tin cans, wood, cotton, natural resources, mineral resources, fossil fuels, renew, lead, zinc, economies	Frequency adverbs i.e., <i>always, sometimes, usually, often, never.</i> How often do you...? <i>I often sit out on our balcony on hot nights. I'm always in bed by 11pm.</i>	Reading: Text about the weather in Egypt Text about a heat wave Texts about extreme weather events Listening: Weather in different Egyptian cities What are natural resources? Speaking: Discussion about favorite weather and season Discussion about what to do in a heat wave Talking about daily usage of natural resources Writing: Writing a list of ideas to help save water resources Writing an account of an extreme weather event Writing tips about keeping safe in extreme weather Project: Make a leaflet about keeping safe in extreme weather

Phonics	Life skills	Values	Issues and challenges	Integrated cross-cultural topics
Recognize and pronounce three consonant clusters in initial position i.e., <i>scr-</i> , <i>str-</i> , and <i>thr-</i> Recognize and read grade-appropriate regularly spelled words	Critical thinking: Identifying cause and result in the natural world Identifying benefits of helping in your community	Tolerance Helping people at the community	Citizenship Helping my community	Science: Greenhouse gases and climate change Social sciences: Helping my community Math: Number sequences Project: Researching and creating a flyer about an eco-destination Working collaboratively
Read and correctly pronounce diphthongs /æɪ/, /aɪ/, and /ɔɪ/ The suffix <i>-ist</i> for jobs i.e., dentist, biologist	Problem solving: What we need to survive Collaboration: Make a poster about teamwork and how to work effectively in a team How to work out a solution when you disagree with someone	Independence What you can do now to help you in the future.	Globalization How tourism helps our community	Science: Different kinds of ecosystems, living and non-living things Math: Pie charts Project: A poster about teamwork
Differentiating between /p/ and /b/ i.e., <i>bull</i> and <i>pull</i> , <i>bear</i> and <i>pear</i> Identifying silent letters i.e., <i>climb</i> , <i>two</i> , <i>hour</i> , <i>island</i> , <i>knife</i> , <i>write</i>	Accountability Behaving responsibly in emergencies	Independence Looking after our world How can we save water?	Sustainable development Balancing natural resources and economic developments	Science: Natural resources and their importance for the economy Math: Units of measurement Project: A leaflet about keeping safe in extreme weather



Date			
Period			
Class			




<u>Contents</u>	Review	Let's remember	Lesson: 1	Page :vi/vii												
objectives	1-To recognize and revise transportation from last year. 2-To ask and answer about tall-long and price using how. 3- To remember language and vocabulary from the last year course.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Preventative and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the food words from last year, and some famous words such as tree, book, fish and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise them the words: cell phone - metro – boat- computer -grapes- - taxi – tram – drought- traffic- flood- password- text message – do research- pollution. Language: Who went to the zoo?															
Refer To teacher's guide page	Page 1-2															
Exercise	No :1		Page : vi													
Exercise	No :2		Page : vii													
Assessment	I will get a student to come and say the transportation using cards.															
Closing	Say the next time we will revise what we studied last year.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Review	Let's remember	Lesson: 2	Page:viii/ix												
objectives	1-To remember and say the months correctly. 2-To use the present and past form of regular and irregular verbs. 3- To revise and add correct capital letters.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
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Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the food words from last year, and some famous words such as tree, book, fish and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise them the words: January- February- March- April- May-June- July – August –September- October- November- December- buy-bought- cook-cooked-see-saw-look- looked. Language: I played football and saw a film yesterday.															
Refer To teacher's guide page	Page 3-4															
Exercise	No :1		Page : viii													
Exercise	No :2		Page : ix													
Assessment	I will get a student to come and say the months of the year.															
Closing	Say the next time we will learn about kinds of foods.															
Evaluation: Weaknesses points :some students need focus on	 www.Cryp2Day.com															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit 1	We plant our food	Lesson: 1	Page:4/5												
objectives	1-To recognize and express about foods. 2-To identify healthy and unhealthy food. 3- To research and write about foods and how to keep healthy.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible food choices.															
Values	Showing respect for others.															
Skills	Self-expression – Independence- Decision making.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the food words from last year, and some famous words such as tree, book, fish and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach them the new words: banana- beans- cakes- candy -grapes- carrot- coconuts – onions- limes- lemons – pineapple- chickpeas - milk- eggs- rice. Language: What would you like? I'd like some carrots.															
Refer To teacher's guide page	Page 4-5															
Exercise	No :1		Page : 5													
Exercise	No :2		Page : 5													
Assessment	I will get a student to come and say the foods using cards.															
Closing	Say the next time we will learn how to make basbousa.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit 1	We plant our food	Lesson: 2	Page :6/9												
objectives	1- To understand food chains. 2- To read and complete a text. 3- To know and speak about food chain.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible food choices.															
Values	Showing respect for others.															
Skills	Self-expression – Independence- Decision making.															
	<u>Lesson Procedures</u>															
Review	I will greet the class saying good morning. Ask about words from the last lesson.															
Warm up	Ask about foods using: what would you like to eat?															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: chickpeas- farm- fork- legumes- digestive system- seeds- grow- market- ingredients – fungi- food chain- energy- eagle- snake- fox-ecosystem-consumer- producer. Language: Do you often go to the market?															
Refer To teacher's guide page	Pages 6/9															
Exercise	No1 :1,2		Page : 6-7													
Exercise	No2:1, 2		Page : 8-9													
Assessment	Ask the pupils to speak about a food chain.															
Closing	Say good bye. Next time we will learn about a shopping list of food.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit 1	We plant our food	Lesson : 3	Page :10/13												
Objectives	1-To learn and talk about food that your family buys every week. 2- To practice making sentences with "some" or "any". 3- To identify countable and uncountable nouns.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The boa</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The boa		C D		Teacher's guide		Flash cards	
Student book		real objects		The boa												
C D		Teacher's guide		Flash cards												
Issues	Making sensible food choices.															
Values	Showing respect for others.															
Skills	Self-expression – Independence- Decision making.															
	<u>Lesson Procedures</u>															
Review	I will say good morning. Ask about the foods.															
Warm up	I will get the pupils to answer: What would you like?															
Presentation New Vocabulary and structures.	New vocabulary: To teach the new words: tomato- tomatoes- carrot- carrots- healthy- unhealthy – apple- pineapple- orange- grape- grapes. Language: Are there any tomatoes? Can I have some grapes, please?															
Refer To teacher's guide page	Pages 10 /13															
Exercise	No1 :1,2		Page : 10-11													
Exercise	No2: 1,2		Page : 12/13													
Assessment	Tell me about your family's food list.															
Closing	Say good bye. We will read a story called "Jack and the beanstalk".															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit 1	We plant our food	Lesson : 4	Page :14/17												
objectives	1- To read and listen and read to a fairy tale. 2- To identify and say the meaning of some words in English. 3-To read and remember decimal fractions.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
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Values	Showing respect for others.															
Skills	Self-expression – Independence- Decision making.															
	<u>Lesson Procedures</u>															
Review	Welcome saying good morning, Say words are healthy food.															
Warm up	Tell me some unhealthy food. How do you feel today?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: beanstalk- giant- magical - curious- proudly- traveling- realize- enter- castle- top- climb up- decide- overnight- husband- oven- escape- steal-decimal fractions. Language: <table><tr><td>$1/5 = 0.20$</td><td>$1/2 = 0.50$</td></tr><tr><td>$1/4 = 0.25$</td><td>$2/5 = 0.40$</td></tr></table>				$1/5 = 0.20$	$1/2 = 0.50$	$1/4 = 0.25$	$2/5 = 0.40$								
$1/5 = 0.20$	$1/2 = 0.50$															
$1/4 = 0.25$	$2/5 = 0.40$															
Refer To teacher's guide page	Pages 14/17															
Exercise	No1 :1/2		Page : 14-15													
Exercise	No2: 1/2		Page : 16-17													
Assessment	I will get a student to answer: what did Jack get for his cow?															
Closing	Say the next time we will learn about a food recipe.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit 1	We plant our food	Lesson : 5	Page :18/19												
objectives	To read, research and say a recipe of a favorite food. 2- To read a text about a recipe of basbousa. 3- To write sentences to make a favorite food.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible food choices.															
Values	Showing respect for others.															
Skills	Self-expression – Independence- Decision making.															
	<u>Lesson Procedures</u>															
Review	Greet the class saying good morning; revise the words from last lesson.															
Warm up	I will get a pupil to tell us about the beanstalk tale.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: recipe- semolina –syrup – yogurt- melted butter- baking powder- coconuts-sugar – almonds-honey- weigh out- pretty- mix- stuffed – boil- pour- bake- cut. Language: what are the ingredients of basbousa?															
Refer To teacher's guide page	Pages 18/19															
Exercise	No1 :1		Page : 18													
Exercise	No2: 2		Page : 19													
Assessment	Say the recipe and ingredients of basbousa, Check answers.															
Closing	Say good bye. We will make a presentation and revise all words of the unit next time.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 1	We plant our food	Lesson : 6	Page :20/21												
objectives	1-To revise the language of the unit. 2- To research and make a presentation. 3- To work together in groups. 4-To write instructions.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Making sensible food choices.															
Values	Showing respect for others.															
Skills	Self-expression – Independence- Decision making.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will greet them. Revise the foods.															
Warm up	Say words have (long vowels) and words have (short vowels).															
Presentation New Vocabulary and structures.	Vocabulary: I will teach and revise the words: recipe- basbousa – ingredients– semolina–baking powder- legume – mangoes- beans- carrots- bananas- onions. Language: Would you like some bananas? * No, thank you.															
Refer To teacher's guide page	Pages 20/21															
Exercise	No1 :1,2		Page : 20													
Exercise	No2: 1,2		Page : 21													
Assessment	What would you like to eat? , Check answers															
Closing	Saying good bye, next time we will learn about health and sports.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 2	I want to be healthy!	Lesson :1	Page :23/25												
objectives	1-To listen, read research and write about sports. 2- To talk about sports using I am good or bad at. 3-To compare between sports using adjectives worse or bad.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Showing respect for others: Respect differences and people.															
Skills	Critical thinking- Decision making.															
	<u>Lesson Procedures</u>															
Review	Greet the class saying good morning. Revise the foods.															
Warm up	Review the question, would you like some beans? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: sports- squash - karate- kung fu – handball -football – tennis- swimming –sailing – club. Language: what sports do we have in Egypt? We have sports like football, tennis and swimming.															
Refer To teacher's guide page	Pages 23/23															
Exercise	No1 :1,2		Page : 24													
Exercise	No2: 1.2		Page : 25													
Assessment	Ask: Which sport do you like to try? Check answers.															
Closing	Saying good bye, next time will learn about sports and hobbies.															
Evaluation: Weaknesses points :some students need focus on																




Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit 2	I want to be healthy!	Lesson:2	Page :26/29												
objectives	1- To speak about favorite sports and hobbies. 2- To speak and compare between sports and hobbies. 3- To identify and use 'and' and 'but' .															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Showing respect for others: Respect differences and people.															
Skills	Critical thinking- Decision making.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will greet them. Revise the sports.															
Warm up	Revise asking with which sport do you like to try?															
Presentation New Vocabulary and structures.	Vocabulary: I will teach and revise words: poem- hobby – sport – draw –drawing – kung fu- football- sailing – swimming –tennis – good at – bad at- great at - do jigsaws. Language: Which are your favorite sports? I am good at football but bad at tennis.															
Refer To teacher's guide page	Pages 26/28															
Exercise	No1 :1-2		Page : 28													
Exercise	No2: 1-2		Page : 29													
Assessment	I will ask them to say the sports, Check answers.															
Closing	I will tell them next time we will learn about sports places and equipment.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit 2	I want to be healthy!	Lesson:3	Page :30/33												
objectives	1- To pronounce the sounds in a small word. 2- To learn how to say single- syllable words. 3- To learn and compare between sports and equipment.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Showing respect for others: Respect differences and people.															
Skills	Critical thinking- Decision making.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Say the sports which we do in Egypt.															
Warm up	Answer: which sport do you like? Why?															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words: boots –tennis court –swimming goggles – karate suit – football pitch– swimming pool – squash racket – tennis ball. Language: How many sounds are there in these words? There are three sounds.															
Refer To teacher's guide page	Pages 30/33															
Exercise	No1 :1,2			Page : 31												
Exercise	No2: 1,2,3			Page : 32/33												
Assessment	Say words have long vowels and others have short vowels.															
Closing	I will say good bye, next we will read a science fiction story.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



Contents	Unit 2	I want to be healthy!	Lesson:4	Page :34/35												
objectives	1- To read and listen to a science fiction story. 2-To try to find solutions for the problem of air pollution. 3- Listen and read a story about an awful nightmare.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Showing respect for others: Respect differences and people.															
Skills	Critical thinking- Decision making.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the food and sports.															
Warm up	Ask: what's your favorite sport? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words using cards: toxic – breathe - air fresheners –emissions- acid -shade –awful- nightmare – remember- greenhouses- traffic- horrible. Language: The nightmare is a bad dream.															
Refer To teacher's guide page	Pages 34/35															
Exercise	No1 :1,2		Page : 34													
Exercise	No2: 1,2		Page : 35													
Assessment	Do you like the story? Why, why not? Check answers															
Closing	I will say good bye, we will learn to write a biography.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 2	I want to be healthy!	Lesson:5	Page 36/37												
objectives	1-To read and know how to write a biography. 2-To write a biography about a famous Egyptian sportsperson.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Showing respect for others: Respect differences and people.															
Skills	Critical thinking- Decision making.															
	<u>Lesson Procedures</u>															
Review	Greet the children. Say words have long vowels, Check answers.															
Warm up	Say the sports. Revise hobbies and sports that they like.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: taekwondo – Olympic games – medal – competitor –compete –against- special moment- famous-biography – kind – person – gold- silver- bronze-success. Language: He/ She was born on ... & He/she began 															




Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 2	I want to be healthy!	Lesson:6	Page :38/41												
objectives	1- To know how to keep our city clean. 2- To work with a group to make a poster. 3-To read and talk about how to make the city less polluted.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Showing respect for others: Respect differences and people.															
Skills	Critical thinking- Decision making.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the words from last lesson.															
Warm up	Ask about which sport do you like to do? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: habitats – polluted – causes- pollution – effects – solutions – possible – harmful – kill - organisms – karate- running- football- sports. Language: how can we make our air, water and soil cleaner?															
Refer To teacher's guide page	Pages 38/41															
Exercise	No1 :1,2		Page : 38-39													
Exercise	No2: 1,2		Page : 40- 41													
Assessment	Get the pupils to show their posters to each group.															
Closing	I will say good bye, next we will learn about our clothes.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 3	How do I look?	Lesson: 1	Page :44/45												
objectives	1-To listen,read,research and write about different types of clothes. 2- To identify and know different types of clothes. 3- To read and follow a conversation about clothes and vacation.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Non- discrimination.															
Values	Mercy – Appreciating differences.															
Skills	Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Revise words have long vowels and words have short vowels.															
Warm up	Revise the sports and talk about them using adjectives.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: pack -holiday - suitcase – T-shirt- swimming shorts-coat- scarf – sunglasses – pajamas - sweater – galabeya – comfortable. Language: We need to pack our suitcases.															
Refer To teacher's guide page	Pages 44/45															
Exercise	No1 :1		Page : 45													
Exercise	No2: 2		Page : 45													
Assessment	Why does Aser need a sweater? Revise the story and answer.															
Closing	I will tell them next we will learn about the geography of Egypt.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit : 3	How do I look?	Lesson:2	Page :46/49												
objectives	1- To read and know about Egypt geography. 2- To identify the nature of every habitat in Egypt. 3- To read and know about the problems faces the Egypt habitats.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Non- discrimination.															
Values	Mercy – Appreciating differences.															
Skills	Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the clothes from the last lesson.															
Warm up	Ask and answer about clothes and say sentences about them.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: mountain –river– sculpture- rainforest- desert– dunes – fossils - waterfalls – Nile branch- river bank –depression- Valley- canal- capital-erosion. Language: what is the capital of Egypt? * Cairo.															
Refer To teacher's guide page	Pages 46/49															
Exercise	No1 :1/2		Page : 46-47													
Exercise	No2: 1/2		Page : 48-49													
Assessment	I will use the flash cards to revise all the words.															
Closing	I will say goodbye, next we will learn about favorite clothes.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit : 3	How do I look?	Lesson:3	Page :50/53												
objectives	1- To identify and know the types of clothes. 2- To read a text and answer questions about it. 3- To talk about different clothes from different places in Egypt.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Non- discrimination.															
Values	Mercy – Appreciating differences.															
Skills	Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the clothes and Egypt geography.															
Warm up	Ask and answer about clothes. Which are your favorite clothes?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words:- belt- crown – galabeya – dress- wear - shorts- - T-shirt -pockets – sleeves – cotton – cool – project-sunburned- festival –information- useful- gloves. Language She went to the town to buy a dress.															
Refer To teacher's guide page	Pages 50/53															
Exercise	No1 :1,2		Page : 50-51													
Exercise	No2: 1,2		Page : 52-53													
Assessment	Ask and answer using: Why did he go to the club?															
Closing	I will say goodbye next we will read a nice story.															
Evaluation: Weaknesses points :some students need focus on	 www.Cryp2Day.com															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Class			
Period			
Class			




<u>Contents</u>	Unit: 3	How do I look?	Lesson:4	Page :54/57												
objectives	1-To read and understand a story. 2- To learn how to say past simple endings. 3-To multiply multi-digit numbers.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Non- discrimination.															
Values	Mercy – Appreciating differences.															
Skills	Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the clothes and the sports.															
Warm up	Ask and answer: Why do you need to buy clothes?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: shoemaker - elves- shoes- honest –leather – oh, dear – wife - workshop – poor- beautiful- delicious- tried on- pair of- amazing- find out. Language: 10 x 10=100. * 50 x 50 =2500															
Refer To teacher's guide page	Pages 54/57															
Exercise	No1 :1,2		Page : 54-55													
Exercise	No2: 1,2		Page : 56-57													
Assessment	What is that story about? Check answers.															
Closing	I will tell them that we will learn about different school uniforms.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit : 3	How do I look?	Lesson:5	Page :58/59												
objectives	1-To read and talk about the school uniform. 2- To use many adjectives to describe clothes. 3- To write and speak about different types of clothes.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Non- discrimination.															
Values	Mercy – Appreciating differences.															
Skills	Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; Say the clothes and revise the words.															
Warm up	Say the past forms of these verbs played- laughed- wanted.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words: school uniform – shirt- tie – pale- feast –smart- skirt- trousers- jacket- sweater – leather- vest- dark blue- shoes. Language: Using adjectives: (Size + Age+ Color + Material +noun). She bought small, new, leather bag.															
Refer To teacher's guide page	Pages 58/59															
Exercise	No1 :1,2		Page : 58													
Exercise	No2: 1,2		Page : 59													
Assessment	Ask them to describe the clothes using three adjectives.															
Closing	I will tell them we will make posters for clothes next time.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit :3	How do I look?	Lesson:6	Page :60/61												
objectives	1- To learn and read about clothes in Mexico. 2-To listen and read a report about the Mexican clothes. 3-To make a poster of the favorite types of clothes.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Non- discrimination.															
Values	Mercy – Appreciating differences.															
Skills	Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the children; Revise the sports and large clothes.															
Warm up	Say past form verbs ends with the sounds "t" and "d".															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : To teach and revise the words: Mexican clothes – feast – celebration -sombbrero- bright colors- styles – protect- traditional — colorful –even- silver- gold- stripes. <u>Language</u> : We wear jackets when it is cold.															
Refer To teacher's guide page	Pages 60/61															
Exercise	No1 :1,2		Page : 60													
Exercise	No2: 1,2		Page : 61													
Assessment	Show your clothes poster to your friends.															
Closing	I will tell them we will revise all the words and sentences that we learn next time.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>		Review 1	Part: 1	Page :62/63												
objectives	To revise the vocabulary and language from units (1 to 3).															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Mercy – Appreciating differences.															
Skills	Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the children: Say words have" long and short vowels "															
Warm up	Revise the sports. Revise the clothes and multiply numbers.															
Presentation New Vocabulary and structures.	<p>Vocabulary: Revise the words from units (1-3): foods (onion –fish - chickpeas -carrots– coconuts- limes) – the sports (football – squash- handball-swimming- kung fu-karate-sailing) - clothes.</p> <p>Language: What would you like to eat? I am good at football but bad at tennis. We wear jackets when it is cold.</p>															
Refer To teacher's guide page	Pages 62/63															
Exercise	No1 :1/2		Page : 62													
Exercise	No2: 1/2		Page : 63													
Assessment	Revise the clothes words, and then revise the sports.															
Closing	I will say goodbye, next time we will read a story about Canada.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents		Review 1	Part: 2	Page :64/69												
objectives	1-To revise the sounds from units (1 to 3) . 2- To evaluate progress in units (1 to 3). 3-To read non- fiction text about Canada and answer the questions.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility.															
Values	Mercy – Appreciating differences.															
Skills	Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Greet the children, say past verbs have" t "and "d" sounds.															
Warm up	Revise the clothes. Revise foods and sports.															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : Teach the new the words: maple leaf- maple syrup- bear-totem pole- capital – landscapes- local- traditional – sculptures-history- flag- brim. <u>Language</u> : What protects police from the sun? Leather hats.															
Refer To teacher's guide page	Pages 64/69															
Exercise	No1 :1/2		Page : 64/65/66													
Exercise	No2: 1/2		Page : 67/68/69													
Assessment	Do you like Canada? Why, why not? Check answers.															
Closing	We will learn about looking after our world next time.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit: 4	Looking after our world	Lesson:1	Page :71/73												
Objectives	1- To listen, read, research and write about different landscapes. 2-To read and learn about Elephantine island. 3- To use the past continuous tense to speak about the past.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
Issues	Citizenship - Loyalty and belonging.															
Values	Independence – Participation- Tolerance.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the sports and clothes words.															
Warm up	Revise the story about Mexican clothes from the last unit.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: elephantine island – rare- botanical garden- calendar- tomb –reign – sunset- felucca –forest - nobles-shapes- travel- decorated –quiet- calm- museum. Language: I was travelling by boat. We were trying to understand the "Elephantine" name.															
Refer To teacher's guide page	Pages 70/73															
Exercise	No1 :1/2		Page : 72													
Exercise	No2: 1/2		Page : 73													
Assessment	I will ask: Where do you live? And check the pupils' answers.															
Closing	I will tell them we will learn about the climate change.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit : 4	Looking after our world	Lesson: 2	Page :74/77												
Objectives	1-To ask and answer using the past continuous tense. 2- To identify and read sentences about climate changes. 3- To speak about causes and results of climate changes.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
Issues	Citizenship - Loyalty and belonging.															
Values	Independence – Participation- Tolerance.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the children; review the words from the last lesson.															
Warm up	Revise the sports and foods. Answer" Which sport do you like?"															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: climate change- greenhouse- greenhouse gases- - temperature -- effect – planet- suitable- Earth- atmosphere- livestock farming-normal- cause- result. Language: What were you doing at 5 yesterday? I was doing my homework.															
Refer To teacher's guide page	Pages 74/77															
Exercise	No1 :1,2		Page : 74-75													
Exercise	No2:1, 2		Page : 76-77													
Assessment	Ask them "what are the greenhouse gases? Check answers.															
Closing	I will tell them we will learn about Eco- tourism next time.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit :4	Looking after our world	Lesson: 3	Page :78/81												
Objectives	1-To read and learn about eco -tourism in Egypt. 2-To talk about pros and cons of eco-tourism. 3-To use and follow number sequences.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship - Loyalty and belonging.															
Values	Independence – Participation- Tolerance.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the children; Revise the words from the last lesson.															
Warm up	Say the clothes, answer: what were you doing yesterday?															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: eco-tourism- coral reef- eco-tourist- wildlife- journey- culture - pay- tour guide –preserving - monuments – pollution - linked by– useful- sequence. Language: Where do eco- tourists stay? They stay in small, local hotels.															
Refer To teacher's guide page	Pages 78/81															
Exercise	No1 :1		Page : 78-79													
Exercise	No2: 2		Page : 80-81													
Assessment	What are the pros and cons of eco-tourism? Check answers.															
Closing	Next we will read a story about a boy helps his community.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit 4	Looking after our world	Lesson: 4	Page :82/85												
objectives	1- To learn to say three consonants together: scr – str - thr. 2- To read and understand a story about a community garden. 3- To learn to correct spelling mistakes.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship - Loyalty and belonging.															
Values	Independence – Participation- Tolerance.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the words and phrases from the last lesson.															
Warm up	Revise the pros and cons of eco-tourism.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words: street – strawberry - strong – screen- scratch- three – throw - throat - community - weeds- harmful- messy- glad- dig/dug- surprise- receive. Language: He learned about looking after plants at school.															
Refer To teacher's guide page	Pages 82/85															
Exercise	No1 :1		Page : 82-83													
Exercise	No2: 2		Page : 84-85													
Assessment	What do you think of Maged? Check the answers.															
Closing	I will tell them we will read about an eco- resort "Taba" next time.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit 4	Looking after our world	Lesson: 5	Page :86/87												
objectives	1-To read and understand a text about "Taba" eco- resort. 2-To read and understand a text then answer questions. 3-To find and read information about great places in Egypt.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship - Loyalty and belonging.															
Values	Independence – Participation- Tolerance.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	I will greet the class. Revise the words from the last lesson.															
Warm up	I will ask: Which places do you like in Egypt? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: eco-friendly - eco-lodges - camp – hiking –flyer - opinion – hut- –Sinai – structure- eco-resort – local people- –wildlife –activities- fascinating. Language: You can find fantastic wildlife in Taba. The local people are very friendly..															
Refer To teacher's guide page	Pages 86/87															
Exercise	No1 :1,2		Page : 86													
Exercise	No2: 1,2		Page : 87													
Assessment	What do you learn about Taba eco- resort? Check answers.															
Closing	Next time we will make a flyer about an eco- destination.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit: 4	Looking after our world	Lesson:6	Page :88/89												
objectives	1-To recognize and revise the eco-places in Egypt. 2- To work in groups to do a flyer about eco- places. 3-To show and share their work with others.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship - Loyalty and belonging.															
Values	Independence – Participation- Tolerance.															
Skills	Critical thinking: The importance of helping others.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the places and rooms.															
Warm up	Ask and answer: Where do you live? then revise prepositions															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words : flyer - hiking - eco-eco-friendly - huts- local people- camps- eco-lodges- eco-resort- Rare birds- Nubian ibex. Language: Question: Was the cat running? Answer: No, it wasn't.															
Refer To teacher's guide page	Pages 88/89															
Exercise	No1 :1,2		Page : 88													
Exercise	No2: 1,2		Page : 89													
Assessment	Ask and check the answers: what is your eco-favorite resort?															
Closing	I will say good bye. Next we will learn about jobs we do.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit : 5	Jobs we do	Lesson: 1	Page :92/93												
objectives	1- To listen, read and research about jobs in Ancient Egypt. 2- To learn about the ancient Egypt community. 3-To learn and identify the importance of every job.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Globalization: How tourism helps our community.															
Values	Independence (What can you do now to help you in the future).															
Skills	Problem solving - Collaboration.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the sports and the clothes words.															
Warm up	Say words have the sounds: "str" and "thr".															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words : ancient Egypt – jobs – field- female ruler- - economy- craftsman-farmer- doctor- grains- skillful- fishermen- bakers-traders- scribe- hieroglyphs-meals- expensive- important- pharaohs- record. Language: Which job would you like to have?															
Refer To teacher's guide page	Pages 92 /93															
Exercise	No1 :1,2		Page : 92													
Exercise	No2: 1,2		Page : 93													
Assessment	Say the jobs, answer: Which job would you like to have?															
Closing	I will tell them we will learn about ecosystems next time.															
Evaluation: Weaknesses points :some students need focus on	 www.Cryp2Day.com موقع مذكرات جاهزة للطباعة															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit :5	Jobs we do	Lesson: 2	Page :94/97												
objectives	1-To learn and understand about the ecosystems. 2- To read about the importance of ecosystems. 2- To identify and know facts about ecosystems in Egypt.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Globalization: How tourism helps our community.															
Values	Independence (What can you do now to help you in the future).															
Skills	Problem solving - Collaboration.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the jobs using cards.															
Warm up	Answer: Which job so you want to have? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words using cards: living – non-living – rainforest– rockpool ecosystem – marine ecosystem - desert – reeds- ecosystem – crab– seaweed – extinct –jackals-gazelle. Language: What is an ecosystem? It is the connection between living and non-living things.															
Refer To teacher's guide page	Pages 94/97															
Exercise	No1 :1-2		Page : 94-95													
Exercise	No2: 1-2		Page : 96-97													
Assessment	Check their answer: what do animals and plants need to survive?															
Closing	I will tell them we will read a text about tourism in Egypt.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit : 5	Jobs we do	Lesson : 3	Page :98/101												
objectives	1- To learn about the importance of tourism in our community. 2- To learn and know the jobs in tourism field in Egypt. 3-To use the present simple to talk about routines.															
Materials	<table><tr><td>Student book</td><td></td></tr><tr><td>C D</td><td></td></tr></table>	Student book		C D		<table><tr><td>real objects</td><td></td></tr><tr><td>Teacher's guide</td><td></td></tr></table>	real objects		Teacher's guide		<table><tr><td>The board</td><td></td></tr><tr><td>Flash cards</td><td></td></tr></table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Globalization: How tourism helps our community.															
Values	Independence (What can you do now to help you in the future).															
Skills	Problem solving - Collaboration.															
	<u>Lesson Procedures</u>															
Review	Greet the children, Revise jobs and ecosystems in Egypt.															
Warm up	What do animals and plants need to survive? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: chef- shop owners – temple - waiters – hotel manager– tour guide- architect - souvenirs - boss – archeologist - customer - boat captains -sharp – trip - knife. Language: The chef at the hotel makes delicious food. He doesn't carry a heavy bag.															
Refer To teacher's guide page	Pages 98/101															
Exercise	No1 :1,2		Page : 98-99													
Exercise	No2: 1,2		Page : 100-101													
Assessment	Speak about people who work in tourism field in Egypt.															
Closing	I will tell them that we will read a story about the ant and the grasshopper next time.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit : 5	Jobs we do	Lesson:4	Page :102/105												
objectives	1- To listen, read and understand a fable story. 2- To use must and mustn't to speak about obligation. 3-To learn about words with diphthongs and the suffix ist .															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Globalization: How tourism helps our community.															
Values	Independence (What can you do now to help you in the future).															
Skills	Problem solving - Collaboration.															
	<u>Lesson Procedures</u>															
Review	Greet the children and then revise the jobs and ecosystems.															
Warm up	Ask them: What job do you like to do? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the words: grass hopper- lazy- relaxing –rest –garden fence- against- hop away–carry on- crops – suddenly - house- mouse-boy – light- eye-dentist- scientist – pianist. Language: We must think about the future.															
Refer To teacher's guide page	Pages 102/105															
Exercise	No1 :1/2		Page : 102-103													
Exercise	No2: 1/2		Page : 104-105													
Assessment	Do you like the story? Why? Check answers.															
Closing	I will say goodbye. Next time we will learn about pie charts.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit : 5	Jobs we do	Lesson:5	Page :106/107												
objectives	1-To recognize and produce pros and cons about a job. 2-To use and understand the pie charts. 3- To speak and discuss different jobs.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Globalization: How tourism helps our community.															
Values	Independence (What can you do now to help you in the future).															
Skills	Problem solving - Collaboration.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the jobs and clothes words.															
Warm up	Ask and check answers: Did you like the grasshopper? Why?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: survey – pros- cons - indoor- outdoor- operation – concert- keen on – distance – injured – aim- early-report – team work – bring – check –experiment. Language: I work in a team for the school concert. I work in a team when I am playing football.															
Refer To teacher's guide page	Pages 106/107															
Exercise	No1 :1/2		Page : 106													
Exercise	No2: 2/2		Page : 107													
Assessment	What's your favorite job? Say some pros and cons about it.															
Closing	Next time we will make a poster about teamwork.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			




Contents	Unit : 5	Jobs we do	Lesson:6	Page :108/109												
objectives	1- To revise the language of the unit. 2- To listen and read a text about teamwork. 3- To make a poster about teamwork for my class.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Globalization: How tourism helps our community.															
Values	Independence (What can you do now to help you in the future).															
Skills	Problem solving - Collaboration.															
	<u>Lesson Procedures</u>															
Review	Greet the class, revise the words have "ou" and "oy" diphthongs.															
Warm up	I will get one of them to speak about a job, check answers.															
Presentation New Vocabulary and structures.	Vocabulary: Revise and teach these words: mind – scare – like- dislike – agree -dirty - teamwork – young –information- win- bring- think – solution – teammates. Language: When I am older, I want to be because I think it is a good job for me because I like I am good at															
Refer To teacher's guide page	Pages 108/109															
Exercise	No1 :1/2		Page : 108													
Exercise	No2: 1/2		Page : 109													
Assessment	Draw your favorite teamwork and write about it then show it to your friends, "Say sentences about it".															
Closing	I will say goodbye. Next time we will learn about the weather.															
Evaluation: Weaknesses points :some students need focus on	 www.Cryp2Day.com															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit : 6	What is the weather like?	Lesson:1	Page :112/113												
objectives	1- To listen, read, learn and write about the weather in Egypt. 2- To listen and read a story about a heat wave. 3-To describe the weather using a suitable adjective.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Sustainable development.															
Values	Independence: Looking after our world.															
Skills	Accountability: Behaving responsibly in emergencies.															
	Lesson Procedures															
Review	Greet the children and then revise words from the last unit.															
Warm up	I will ask them: What's your favorite job? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: weather - hot - cold - rainy- snowy- cool – climate – temperature- normal - believe –windy - rainbow- storm- cloud – news – finally – what about- tornado. Language: Question: What is the weather like today? Answer: It's rainy in Cairo.															
Refer To teacher's guide page	Pages 112/113															
Exercise	No1 :1/2		Page : 112													
Exercise	No2: 1/2		Page : 113													
Assessment	Ask: What is the weather like now? Check answers.															
Closing	I will say goodbye. Next time we will learn adverbs of frequency.															
Evaluation: Weaknesses points :some students need focus on	<div>www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit : 6	What is the weather like?	Lesson:2	Page :114/117												
objectives	1-To identify and use the adverbs of frequency. 2- To ask and answer using "How often" in the present simple. 3- To read and write sentences using adverbs of frequency.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Sustainable development.															
Values	Independence: Looking after our world.															
Skills	Accountability: Behaving responsibly in emergencies.															
	<u>Lesson Procedures</u>															
Review	Greet the children then revise the jobs and weather words.															
Warm up	I will ask them: What is the weather like? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: always – never – often - sometimes – usually – How often – shade- floor – flood - store. Language: How often do you walk to school? I always / never walk to school.															
Refer To teacher's guide page	Pages 114/117															
Exercise	No1 :1/2		Page : 114-115													
Exercise	No2: 1/2		Page : 116-117													
Assessment	Speak about daily routine using adverbs of frequency.															
Closing	I will say goodbye. Next time we will learn about natural resources.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit : 6	What is the weather like?	Lesson:3	Page :118/121												
Objectives	1-To read and understand a text about natural resources. 2- To learn and identify natural resources. 3- To ask and answer about natural resources in Egypt.															
Materials	<table><tr><td>Student book</td><td></td></tr><tr><td>C D</td><td></td></tr></table>	Student book		C D		<table><tr><td>real objects</td><td></td></tr><tr><td>Teacher's guide</td><td></td></tr></table>	real objects		Teacher's guide		<table><tr><td>The board</td><td></td></tr><tr><td>Flash cards</td><td></td></tr></table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
Issues	Sustainable development.															
Values	Independence: Looking after our world.															
Skills	Accountability: Behaving responsibly in emergencies.															
	<u>Lesson Procedures</u>															
Review	Greet the children and I will revise the jobs and weather words.															
Warm up	What job do you want to do? Why? Check their answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach these words: natural resources- economy -tin - copper – zinc – fossil fuels –clean energy – oil-gas –lead- mineral- product - coal – nature-transporting. Language: We can use soil to grow vegetables. We can sell these to other countries.															
Refer To teacher's guide page	Pages 118/121															
Exercise	No1 :1/2		Page : 118-119													
Exercise	No2: 1/2		Page : 120-121													
Assessment	What are natural resources? Check answers.															
Closing	I will say goodbye. Next time we will learn about saying "b" and "p".															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>	Unit : 6	What is the weather like?	Lesson:4	Page :122/125												
objectives	1- To read and understand a dialogue about water pollution. 2-To learn about using units of measurement. 3-To learn to distinguish "p" and "b" and silent letters in words.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Sustainable development.															
Values	Independence: Looking after our world.															
Skills	Accountability: Behaving responsibly in emergencies.															
	<u>Lesson Procedures</u>															
Review	Greet the children and I will revise the natural resources.															
Warm up	Revise the jobs and the weather words.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the words: bull – bear – beach – bee –Pull – pear -peach -pea- climb- lamb-write-wrist-answer- school- castle- hour-knee- knife- island- sign. Language: How long is the ruler? * It's 30 centimeters. Ask using : How tall – How heavy - How far Answer using the suitable units of measurement.															
Refer To teacher's guide page	Pages 122/125															
Exercise	No1 :1/2		Page : 122-123													
Exercise	No2: 1/2		Page : 124-125													
Assessment	Say words have "b" sound and words have "p" sound.															
Closing	I will say goodbye. Next we will read about extreme weather.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com موقع مذكرات جاهزة للطباعة</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit : 6	What is the weather like?	Lesson:5	Page :126/127												
objectives	1- To read a text about an extreme weather event. 2- To learn to write an account of an extreme weather event. 3- To learn how to keep safe in extreme weather.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Sustainable development.															
Values	Independence: Looking after our world.															
Skills	Accountability: Behaving responsibly in emergencies.															
	<u>Lesson Procedures</u>															
Review	Greet the children then revise the circus people using adjectives.															
Warm up	I will ask them: What does your father look like? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: extreme weather – dark-unsafe- lightning – afraid – scared – possible- dry – Thick- tornado – sandstorm- difficult- twist around- stay safe. Language: *How can you protect yourself in hot weather?? ** Don't go outside and wear light cool clothes.															
Refer To teacher's guide page	Pages 126/127															
Exercise	No1 :1/2		Page : 126													
Exercise	No2: 1/2		Page : 127													
Assessment	How can you protect yourself in cold weather? Check answers.															
Closing	I will say goodbye. Next time we will make a leaflet about keeping safe in extreme weather.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com موقع مذكرات جاهزة للطباعة</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	Unit : 6	What is the weather like?	Lesson:6	Page :128/129												
objectives	1- To revise the language of the unit. 2- To talk about how to keep safe in the extreme weather. 3- To evaluate progress in this unit.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Sustainable development.															
Values	Independence: Looking after our world.															
Skills	Accountability: Behaving responsibly in emergencies.															
	<u>Lesson Procedures</u>															
Review	Greet the children then revise: jobs, clothes and weather words.															
Warm up	I will ask them: What job do you like to do? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words: scarf –tornado - rain- sandstorm – air conditioning – light clothes – lightning- check-dry- candles –torches – protect- power cut-safe- unsafe. Language: In a sandstorm, wear a scarf to protect your face.															
Refer To teacher's guide page	Pages 128/129															
Exercise	No1 :1/2		Page : 128													
Exercise	No2: 1/2		Page : 129													
Assessment	How can we keep safe in the tornado? Check answers.															
Closing	I will say goodbye. Next time we will revise the last three units.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>		Review :2	Lesson:1	Page :130/131
objectives	To revise the vocabulary and language from units (4 to 6).			
Materials	<div>Student book</div>	<div>real objects</div>	<div>The board</div>	
	<div>C D</div>	<div>Teacher's guide</div>	<div>Flash cards</div>	
issues	Awareness of rights and duties- Environmental responsibility.			
Values	Respect - Independence - Curiosity.			
Skills	Communication – Participation.			
	<u>Lesson Procedures</u>			
Review	Greet the children and I will revise the jobs and weather words.			
Warm up	What is the weather like? Check answers?			
Presentation New Vocabulary and structures.	Vocabulary: Revise these words: temple - mountain – forest – cool- throne - coral reef – pharaoh – dentist – scribe- craftsman – desert- ocean- cloud-rain- ice- storm-tornado- wind - flood- architect. Language: We must think about the future. I was playing video games at 6 yesterday.			
Refer To teacher's guide page	Pages 130/131			
Exercise	No1 :1/2		Page : 130	
Exercise	No2: 1/2		Page : 131	
Assessment	Which job do you like to do? Why? Check answers.			
Closing	I will say goodbye. Next time we will revise all sounds in the last three units.			
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>			

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




<u>Contents</u>		Review :2	Lesson:2	Page :132/137												
objectives	1-To revise the letter sounds from units (4 to 6) * (p – b)- silent letters in words- three consonants(str- thr-scr). 2- To evaluate progress in units (4 to 6).															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Awareness of rights and duties- Environmental responsibility.															
Values	Respect - Independence - curiosity.															
Skills	Communication – Participation.															
	<u>Lesson Procedures</u>															
Review	Greet the children and I will revise jobs and landscapes words.															
Warm up	Find words have the sound (P) and words have the sound (b).															
Presentation New Vocabulary and structures.	Vocabulary: Revise these words and sounds: bee – bear – bull – beach - pea – pear –pull – peach – lamb – school - castle – climb – sign – street – screen – throw – throne –house- mouse-boy. Language: We mustn't talk in the library. I always go to school by bus.															
Refer To teacher's guide page	Pages 132/137															
Exercise	No1 :1/2		Page : 132-133-134													
Exercise	No2: 1/2		Page : 135-136-137													
Assessment	What do you want to be? Why? Check answers.															
Closing	I will say goodbye. Next time we will read a beautiful story.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			




Contents	The reader	Amir and his lizard	Part:1	Page :138/150												
objectives	1- To listen to and order a story about a boy and his lizard pet. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To respect diversity and others' ideas.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility- loyalty and belonging.															
Values	Respect for others.															
Skills	Communication – Participation-Making decision.															
	<u>Lesson Procedures</u>															
Review	Greet the children, revise animals and jobs words.															
Warm up	Ask and check answers: What's your favorite job? Talk about it.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the words: lizard – reptiles- snakes –gecko– tortoise - herpetologist- hamster- rabbit- desert – problem – sad - contact – dangerous- ugly- crocodile - explain –expert-tool- hold- guest- environment- protect- feed- again. Language: We must be careful because some reptiles are very dangerous.															
Refer To teacher's guide page	Pages 138/139															
Exercise																
Exercise																
Assessment	Do you like the story of " Amir and his lizard "? Why? Check answers.															
Closing	I will say goodbye. Next we will complete the story.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com موقع مذكرات جاهزة للطباعة</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	The reader	Amir and his lizard	Part :2	Page :151/156												
objectives	1- To listen to and order a story. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To respect friends' ideas.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental responsibility- loyalty and belonging.															
Values	Respect for others.															
Skills	Communication – Participation-Making decision.															
	<u>Lesson Procedures</u>															
Review	Greet the children, and then revise the story.															
Warm up	I will get them to read the story to revise the events.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise the words from the last lesson.. I will ask them about the story and check their answers, I will get them to listen to the second part of the story, and argue about the story in groups, I will check their opinions. Language: They will play in groups to do the exercises in the book. I will give help if they need.															
Refer To teacher's guide page	Pages 140/141															
Exercise	No1 :1/2		Page : 151-152-153													
Exercise	No2: 1/2		Page : 154-155-156													
Assessment	Do you want to have a lizard pet? Why? Check answers.															
Closing	I will say goodbye. We finish our course now, I wish you happy mid-year holiday.															
Evaluation: Weaknesses points :some students need focus on	<div> www.Cryp2Day.com موقع مذكرات جاهزة للطباعة</div>															

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>